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CHAPTER III

RESEARCH METHODOLOGY

This research was an experimental research. Ary (2006: 265) explained that experiment is a scientific investigation in which the researcher manipulates one or more independent variables, controls any other relevant variables, and observes the effect of the manipulations on the dependent variable(s). Therefore, there were three variables used in this research. They were one independent variable and two dependent variables. The independent variable was symbolized with variable X as the use of pictures. Then, the dependents variables were symbolized with variable Y_1 and variable Y_2 , in which variable Y_1 as students' writing ability and variable Y_2 as students' vocabulary mastery.

Moreover, the design of this research was Quasi-Experimental design with the Non-Equivalent control group. Gay (2000: 421) said that when it is not possible to randomly assign participants to groups, quasi-experimental designs are available to the researcher. Thus, the writer chosed the quasi-experimental design in order to investigate all students in the groups so that the research project will not disturb the teaching and learning process at the school.

In conducting the research, two classes of the seventh grade students at Language Development Center of UIN SUSKA Riau participated. The first class as experimental group was treated by using pictures and the second class as control group was treated without using pictures. However, the same materials are given and purposed to each group.



There are two kinds of tests that were used in this research. They are pre-test that will be given before doing the treatment and pos-test that will be given after doing the treatment. According to Cresswel (2008: 313), the design of this research can be described as follows:

Table III.1
The Research Design

Group	Pre-test	Treatment	Post-test
Experiment	O ₁	X	O ₂
Control	O ₃	-	O ₄

Note:

- 1) O₁ = Pre-test for experimental group
- 2) O₂ = Post-test for experimental group
- 3) O₃ = Pre-test for control group
- 4) O₄ = Post-test for control group
- 5) X = Treatment by using pictures
- = Treatment without using pictures

3.2. LOCATION AND TIME OF THE RESEARCH

The location of this research was at Language Development Center of UIN SUSKA RIAU. It is located at Jl. KH. Ahmad Dahlan Sukajadi. The duration of time to conduct of this research two months starting March to April 2017.

3.3 SUBJECT AND OBJECT OF THE RESEARCH

The subject of the research was the second level students' at Language Development Center of UIN SUSKA RIAU, and the object of this study was the



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effect of using exit slips strategy on students' writing ability and students' reading comprehension.

3.4 POPULATION AND SAMPLE

3.4.1 POPULATION

The population of this research was students of the second year at Language Development Center of UIN SUSKA RIAU. The total number of the population were 34. The target population was the second level of Language Development Center of UIN SUSKA RIAU Faculty of Teachers and Training Education majoring Arabic Education which consists of 4 classes. Based on the population of this research, the sample selected by using cluster sampling. According to (Gay and Airasian, 2000), cluster sampling randomly selects groups not individuals. All the members of selected groups have similar characteristics, and two classes were chosen by using cluster sampling in this research.

Table III.2

Population of the Research

No	Classes	Population		Total
		Male	Female	
1	PB 13	10	7	17
2	PB 14	13	4	17
3	PB 15	9	11	20
4	PB 16	10	13	23



Total	42	35	77
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3.4.2 Sample

The sample of this study used cluster sampling. Gay (2000:12) states cluster sampling randomly selects groups, not individual. All the members of selected groups have similar characteristics. Among 4 classes of the eleventh grade, two classes will be taken as the sample of this research as follows:

Table III.3

Sample of the third level students at Language Development Center

Class	Male	Female	Total of Students
PB 13	10	7	17
PB 14	13	4	17
Total Participants	23	11	34

In this research, there were two groups of participants as sample namely the experimental group and the control group. They were determined by using cluster random sampling. As Gay (2009) states that cluster sampling randomly select groups, not individuals. The researcher gets the sample by selecting the intact group as a whole is known as a cluster sampling (Singh, 2006).



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3.5. The Technique of Collecting Data

1. Test

In this research, the writer used multiple choice questions to measure the students' reading comprehension. It consisted of twenty questions with four answers choice. While, in order to measure students' writing ability, the writer used composition test in which the students' had to describe about hometown, culture, and Indonesian political. The tests have been done twice, before doing the treatment that was called as pre-test and after doing the treatment that was called as post-test.

Then, for composition test, the scores of pre-test and post-test were measured by using writing assessment as the following table:

Table III.4
Assessment Aspects of Writing Descriptive Text

Aspect	Range	Criteria
Content	30-27	Excellent to Very Good: knowledgeable; substantive; thorough development of thes; relevant to assigned topic.
	26-22	Good to Average: some knowledgeable of subject; adequate range; limited development of thes; mostly relevant to topic; but lacks detail
	21-17	Fair to Poor: Limited knowledge of subject; little substance; inadequate development of topic
	16-13	Very Poor: does not show the knowledge of subject; non-substantive; not pertinent; or not enough to evaluate
Organization -Identification -Description	20-18	Excellent to Very Good: fluent expression; ideas clearly stated/supported; well organized; logical sequencing; cohesive
	17-14	Good to Average: somewhat choppy; loosely organized but main ideas stand out; limited support; logical but incomplete sequencing
	13-10	Fair to Poor: non-fluent; ideas confused or disconnected; lacks logical sequencing and development
	9-7	Very Poor: does not communicate; no organization; or not enough to evaluate
Vocabulary	20-18	Excellent to Very Good: sophisticated range; effective word/idiom choice and usage; word form mastery; appropriate register
	17-14	Good to Average: adequate range; occasional errors of word/idiom form, usage but meaning not obscured



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Aspect	Range	Criteria
Language Use Simple Present Tense -Adjectives -Attribute has and have -Linking verbs	13-10	Fair to Poor: limited range; frequent errors of word/idiom form, choice, usage; meaning confused or obscured
	9-7	Very Poor: essentially translation; little knowledge of English vocabulary, idioms, word form; or not enough to evaluate
	20-18	Excellent to Very Good: effective complex constructions; few errors of agreement, tense, number, word order/functions, articles, pronouns, prepositions
	17-14	Good to Average: effective but simple constructions; minor problems in complex constructions; several errors of agreement, tense, number, word order/functions, articles, pronouns, prepositions but meaning never obscured
Mechanics -Spelling -Punctuation	13-10	Fair to Poor: major problems in simple/complex constructions; frequent errors of negation, agreement, tense, number, word, order/functions, articles, pronouns, prepositions and or fragments, deletions; meaning confused or obscured
	9-7	Very Poor: virtually no mastery of sentence construction rules; dominated by errors; does not communicate; or not enough to evaluate
	10	Excellent to Very Good: demonstrates mastery of conventions; few errors of spelling, punctuation, capitalization, paragraphing
	7	Good to Average: occasional errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscured
	4	Fair to Poor: frequent errors of spelling, punctuation, capitalization, paragraphing; poor handwriting; meaning confused or obscured
	2	Very Poor: no mastery of conventions; dominated by errors of spelling, punctuation, capitalization, paragraphing; handwriting illegible; or not enough to evaluate

2. Observation

Observation was used to observe directly teacher and students' activities when using Exit Slips strategy in order to improve students' writing ability and reading comprehension. The writer used items observed as follow:

Table III.5

Observation Checklist

No	Item Observed	Yes	No
1	The lecture will identify the type of response/feedback needed to assist student's learning: for example, did students seem confused, and need to ask questions.		
2	Exit slips may be produced in advance or may be a question that students respond to on a scrap of sheet of		



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	paper.		
3	Allow students to provide open feedback or have them use a stem such as the following: <ul style="list-style-type: none"> • Today I learned... • I don't understand... • I would like to learn more about... • I need help with... • A question I have is... • Please explain more about... • The most important thing I learned today is... • Three things I learned today are... • The thing that surprised me today was... • I am still confused about... • I wish... • The best part of class today was... 		
4	At the end of class direct students to complete an exit slip		
5	As students leave the classroom, collect the slips. Use them to assess student learning and to plan follow-up instructions.		
6	At the next class session, use an exit slip or several to begin instruction. This allows students to realize the importance of their comments.		
7	Allow students, when working in small groups, to submit one exit slip for the group's work.		

3.6. Technique of Data Analysis

In analyzing the data, the writer used statistical method through SPSS 20 version. The writer used Independent Sample T-Test and Paired Sample T-Test to analyze the data. Independent Sample T-Test was used to analyze:

- The difference of pre-test writing ability between experimental group and control group.
- The difference of post-test writing ability between experimental group and control group.



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3. The difference of pre-test reading comprehension between experimental group and control group.
4. The difference of post-test reading comprehension between experimental group and control group.
5. The difference of students' writing ability gain scores between experimental and control group.
6. The difference of students' reading comprehension gain scores between experimental and control group.

While, Paired Sample T-Test was used to analyze:

1. The difference between pre-test writing ability and post-test writing ability in experimental group.
2. The difference between pre-test writing ability and post-test writing ability in control group.
3. The difference between pre-test reading comprehension and post-test reading comprehension in experimental group.
4. The difference between pre-test reading comprehension and post-test reading comprehension in control group.

3.7. The Validity and Reliability of the Test

The quality of instrument was very crucial. It should be valid and reliable. Thus, the writer used a number of procedures to measure the instrument used. They were:



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3.7.1. The Validity of the Test

Hughes (1989: 22) stated that a test is said to be valid if it measures accurately what it is intended to measure. For writing and reading tests, the writer used content validity. Heaton (1988: 159) stated that the validity of a test refers to appropriateness of a given test or any of its component parts as measure of what it is purposed to measure. Moreover, for the purpose of measuring achievement, the test must be created based on appropriate material, easy to be comprehended or suitable with the students' level. Therefore, the tests of this research were adapted from the students' material which familiar to the students' daily life.

Then, to determine whether the reading test was valid or not, the value r_{observed} was compared with r_{table} . The number of item was 20.

If the value of $r_{\text{observed}} > r_{\text{table}} = \text{valid}$

If the value of $r_{\text{observed}} < r_{\text{table}} = \text{invalid}$

Then the validity of reading instrument can be seen in the following table:



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Table III.6
Item Total Statistic Reading Comprehension

Question No	Score	Result
1	0.389	Valid
2	0.439	Valid
3	0.389	Valid
4	0.389	Valid
5	0.589	Valid
6	0.539	Valid
7	0.649	Valid
8	0.589	Valid
9	0.389	Valid
10	0.439	Valid
11	0.439	Valid
12	0.389	Valid
13	0.589	Valid
14	0.649	Valid
15	0.439	Valid
16	0.389	Valid
17	0.389	Valid
18	0.389	Valid
19	0.439	Valid
20	0.649	Valid

3.7.2. The Reliability of the Test

Brown (2000: 20) defined that a test can be reliable if you give the same test to the same student or matched students on two different occasions, the test should yield similar results. According to Brown,



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reliability has four types, they are student-related reliability, rater reliability, test administration reliability and test reliability. For writing test, the writer used rater reliability with the kind of inter-rater reliability in which the scores were evaluated by two raters. Then the writer used Pearson Product Moment formula by using SPSS 20 version to obtain the correlation between scores that were given by rater 1 and rater 2.

The writer used the categories of reliability that could be seen from the following table:

Table III. 7
The Categories of Reliability

No	Reliability	Level of Reliability
1	0.0 – 0.20	Low
2	0.21 – 0.40	Sufficient
3	0.41 – 0.70	High
4	0.71 – 1.0	Very high



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The correlation between scores that were given by rater 1 and rater 2 could be seen in the following table:

Table III. 8
The Pearson Correlation

		Rater1	Rater2
Rater1	Pearson Correlation	1	.669**
	Sig. (2-tailed)		.000
	N	16	16
Rater2	Pearson Correlation	.669**	1
	Sig. (2-tailed)	.000	
	N	16	16

**. Correlation is significant at the 0.01 level (2-tailed).

From table III.6, it can be seen that the coefficient of correlation product moment $r_{\text{obtained}} (r_o)$ between scores given by rater 1 and rater 2 was 0.669 and the sig.(2-tailed) was 0.00 which was higher than 0.05. It meant that there was a significant correlation between scores that were given by rater 1 and rater 2. In other words, the writing test was reliable. Then, r_{obtained} was adjusted by the *Spearman-Brown Prophecy Formula* to determine the level of reliability asbelow:

$$\begin{aligned}
 r_{tt} &= \frac{nr_{A,B}}{1+(n-1)r_{A,B}} \\
 r_{tt} &= \frac{(2)(0.669)}{1+(2-1)(0.669)} \\
 &= \frac{1.338}{1.338} \\
 &= \frac{1+0.669}{1.338} \\
 &= \frac{1.669}{1.338} \\
 &= 0.80
 \end{aligned}$$



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Based on the calculation above, the writer obtained inter-rater reliability was 0.80. Therefore, it can be concluded that the reliability of writing test was included in very high level.

Then, the reliability for reading test could be seen from the level of internal consistency of Cronbach Alpha in the following table:

Table III.9
A commonly Accepted Rule of Thumb for Describing Internal Consistency by Using Cronbach Alpha

Cronbach Alpha	Internal Consistency
0.9	Excellent
0.9 > 0.8	Good
0.8 > 0.7	Acceptable
0.7 > 0.6	Questionable
0.6 > 0.5	Poor
0.5 >	Unacceptable

To obtain the reliability of the test given, the writer used SPSS 20 program to find out whether or not the test was reliable.

Table III.10
Cronbach Alpha Table
Reliability Statistics

Cronbach's Alpha	N of Items
0.84	30

From the table above, it could be seen that the value of Cronbach's alpha was 0.841. It means that the items were reliable, in which the value of internal consistency is $0.9 > 0.84 > 0.8$, so the reliability of the test was **Good**.



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3.8. The Research Procedure

1. Procedures of collecting data for experimental group

There were three procedures were administered to collect the data.

a. Pre-test

A pre-test was given to the student before conducting of the teaching and learning process by using Exit Slips strategy. It was a written test that was used to measure the students' writing ability and reading comprehension.

b. Treatment by using Exit Slips strategy

In the treatment, the students were taught by using Exit Slips strategy. The teacher applied all steps for the six meetings.

c. Post-test

A post-test was given to the student after conducting the teaching and learning process by using Exit Slips strategy. The result of the post-test was compared with the pre-test result in order to determine the effect of using Exit Slips strategy.

2. Procedures of collecting data for control group

There were three procedures were administered to collect the data.

a. Pre-test

A pre-test was given to the student before conducting of the teaching and learning process by using teacher's strategy named Discussion Method. It was a written test that was used to measure the students' writing ability and reading comprehension.



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b. Treatment by using Discussion Method.

In the treatment, the students were taught by using the teacher's strategy named Discussion Method. The teacher applied all steps for the six meetings.

c. Post-test

A post-test was given to the student after conducting the teaching and learning process by using Discussion Method. Then, the result of the post-test was compared with the pre-test result in order to determine the effect of using using Discussion Method.